DOCUMENT RESUME

ED 419 812 TM 028 383

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TITLE	Assessing and Guiding Young Children's Development and Learning. Second Edition.
ISBN	ISBN-0-205-26332-1
PUB DATE	1997-00-00
NOTE	283p.
AVAILABLE FROM	Allyn & Bacon, A Viacom Company, 160 Gould St., Needham Heights, MA 02194; Internet: www.abacon.com ($35).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Child Development; Data Collection; Early Childhood Education; *Educational Assessment; Educational Practices; Educational Research; Ethics; Evaluation Methods; *Performance Based Assessment; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS	*Authentic Assessment

ABSTRACT

This comprehensive guide to alternative, authentic assessment in early childhood education provides discussions of the most current research and practical ways to integrate assessments into teaching. It shows assessment as a process that teachers can use in their own classrooms, using the latest procedures, such as portfolios, standards, benchmarks, and rubrics, and it includes guides for organizing assessment, with forms that can be adapted or duplicated. This edition contains expanded material on portfolios, child psychology, standards, cultural diversity, and dynamic assessment as well as guides for interpreting and using assessment information once it has been collected. The following chapters are included: (1) "Assessment in Early Childhood: A Work in Progress"; (2) "Legal and Ethical Responsibilities in Assessment"; (3) "Why, What, and When To Assess"; (4) "Documenting: Collecting Information"; (5) "Documenting: Recording Information"; (6) "Compiling and Summarizing Information"; (7) "Interpreting Assessment Information"; (8) "Using Assessment Information"; (9) "Organizing for Assessment"; (10) "Communicating about Assessment Processes and Results"; and (11) "Contemporary Considerations in Assessment." Appendixes present assessment and analysis guides and a list of developmental red flags for children aged 3 to 5 years. (Contains 62 figures and 243 references.) (SLD)

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